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ABSTRACT

This document was created as part of "Yukon 2000," a Yukon government initiative for steering social and economic growth. The expressed intent of the training strategy is to direct government efforts toward preparing people for existing and potential employment in the Yukon. In some areas, the strategy confirms program directions already in place. In others, where the goals are not so easily identified, commitments are made for further work or study. The strategy asserts that Yukoners should be given ample opportunity to make decisions concerning their training programs. The document also stresses the need for accessible, high-quality training that is applicable to the workplace. The strategy calls for increased autonomy for the Yukon Community College, a goal of pending legislation. The document outlines plans for a cooperative program by government and industry to determine and meet rural training needs. To supplement services offered by its Community Learning Centres (CLCs), the government has established three mobile training units. The document expresses commitment for increasing the local control of CLCs. The strategy also calls for more career counseling services, especially for youth, women, Indian People, and the disabled. Several government initiatives for identifying and removing barriers to training for these groups are discussed. Plans for high-technology training for rural areas also are discussed. CLCs or rural businesses might be considered as potential classroom centers. (TES)

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Training for the Future

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YUKON TRAINING STRATEGY

Training for the Future

Yukon
Education

YUKON TRAINING STRATEGY

Message From the Minister

In September the Government released a discussion paper on training in the Yukon. This paper, entitled "Training for the Future: A Proposal for a Yukon Training Strategy", helped immensely in focussing discussions with the Yukon public, and in giving clear directions for the development of this Training Strategy.

Your input to the development of the Strategy has been invaluable. Your message was straight-forward. To succeed in giving all of us equal advantage in taking part in the Territory's development, training must stand as a high priority.

There are some people in the Yukon who have a greater disadvantage than others in taking an active part in our work-force: our youth, women, the Yukon's Indian peoples, those living in the more isolated regions of the Territory, and the disabled. Attention has been given to people with special needs, to ensure that the Strategy assists in making training more accessible to residents throughout the Yukon.

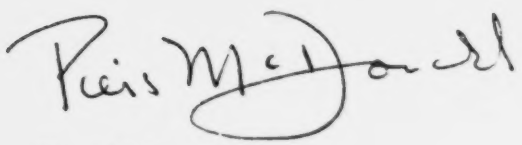
This Training Strategy has been developed with the needs of all Yukon people in mind. It reflects the interests of those of us who face difficulty in gaining access to work. At the same time, financial limitations have also been taken into consideration. Training, and some new approaches to its delivery can be costly. New initiatives must be weighed in mind of hard economic realities. We are a small population with limited resources, and it is in this context that our approach to training has been developed.

Despite the constraints, the Training Strategy identifies new directions for training; access to programs, availablility to those Yukoners with special needs, greater local control of the institutions providing training in the Yukon, and ways to involve both the private and public sectors in assessing community or regional needs are all topics which have been considered in this Strategy.

It is also forward-looking. It talks of the Yukon's community college, and how it will become, over time, a more mature institution with more flexibility through greater autonomy from government; it considers the need for local control of the College's community campuses; indicates how the provision of career counselling services will be improved; and discusses the possibility of introducing a comprehensive on-the-job training program.

The Training Strategy should not be seen as the final product - a document cast in stone. It is our policy, and it will guide our approaches to training. But, as with all good guides, it will be adaptable to changes in the society, to changes in economic realities, and to other advice which the Government did not receive through public input at the discussion stage. We are already looking to the future, and to changes in the Strategy; it will be reviewed in April or May of 1987 during consideration of the findings of the Joint Commission on Indian Education and Training. The Strategy will also be assessed as a consequence of further input through the Yukon 2000 process.

Our work in defining a Strategy for the Yukon has been rewarding, and I wish to thank all Yukon people who assisted the Government in its development.



Piers McDonald
Minister of Education
December, 1986

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PART 1: INTRODUCTION

Training for the Future - The Purpose of a Training Strategy

The Yukon has experienced many changes since the Territory's Indian peoples first settled in this land. Since those days, the history of the Yukon has been affected by a number of major historical events: the Gold Rush, two World Wars, the Great Depression, the building of the Alaska Highway, oil and gas exploration in the Beaufort, talk of a pipeline through the Yukon, a drastic down-turn in world metal prices, the recession of the early 1980's. These historical events have resulted in dramatic changes to this land. There have been good times, met often by disappointment when events beyond Yukoners' control have resulted in the end to great dreams.

The Yukon is on the road to change -- change from within. The great dreams of development in mining and in oil and gas, of large population growth, and of pipeline wealth have been replaced by a strong determination to build slowly upon the diverse strengths of the Yukon -- its land, its resources, and of greatest importance, its people.

In this new atmosphere, the peoples of the Yukon will see continued improvements in the slowly strengthening economy. As the economy is diversified, the Yukon will depend less on the unstable fluctuations in national and world markets, and on the amount of government dollars spent in the Yukon, dollars upon which it presently relies heavily. Yukoners will benefit from their determination and enjoy watching new dreams become reality.

To this end, the Government of the Yukon has embarked on a comprehensive and ambitious initiative to help the Territory and its people grow and flourish. Through Yukon 2000, the Government is involving the people of the Yukon in determining the directions for diversification and growth. By taking part in the process, all Yukon people will have contributed to the realization of their goals.

One of the major components of the Yukon 2000 exercise is the development of this Yukon Training Strategy, a Strategy which will direct the Government's efforts to prepare the Yukon's people for existing and potential employment in the Territory. The Strategy considers the unique needs of the Yukon's people, whether they live in Whitehorse, or in rural communities such as Pelly Crossing and Watson Lake.

Training is an important part of the economic and social growth of a region. New industry, introduction of new technology in the workplace, or opening of new businesses will do little for the people of the Yukon if they are not able to take the jobs resulting from these changes or new ventures.

Through training, Yukoners will have greater success in entering the work-force or taking new, more challenging jobs. Training can also assist in helping Yukoners adapt to changing requirements in their jobs. A person able to take work and plan career options based on a good educational foundation can give immeasurably to the community of which he or she is a part. Self-worth is important to a person's well-being, and to the life of the community. Taking a part, and being able to adapt to change are of great benefit to the individual, and will have a far-reaching positive effect on the family and the community.

The Strategy is not designed to identify specific training courses which will be offered in the years to come through the adult education and training branch of the Department of Education, or through the Yukon's community college. It is also not addressing another important field, the question of expansion in the academic course offerings at the College or the College's community campuses found throughout the Yukon. The Strategy is employment training oriented, and identifies general directions the Department of Education will be taking over the next number of years; these directions are related to training and to Yukoners' involvement in the institutions providing that training.

Nor will the Strategy take off in totally new directions from those presently being followed, many of which have led

to considerable success. In many cases the Strategy reconfirms approaches or program directions already in place, and builds on their strengths. Future restructuring of existing services and programs will take place to enhance effectiveness, and will build on those now offered.

Specific requirements are addressed in the Strategy where positive approaches to address problems are clearly evident. In others, where the goals are not so easily identified, or where there are a variety of choices, commitments are made for further work.

Principles for Training

In all cases, new programs or approaches are related to the underlying principles of this Government respecting training. These principles are:

- Yukoners must be given the opportunity to make decisions regarding the direction of training and training institutions in their Territory.
- High standards must be maintained in all training provided in the Yukon.
- Training programs must support employment requirements, both for jobs now found in the Yukon, and those which will be created through the continued diversification of the Yukon's economy.
- Job training must be accessible to all Yukon residents.

This Strategy is based on these principles. Whether a specific program direction or a commitment to further work, the goal of this Strategy is to meet the training needs of Yukoners by employing these principles as the basis for action.

"What we heard" - Input from Public Discussion

To assist in developing the Training Strategy, the Minister and senior officials of the Department of Education met with a number of interested groups and individuals to seek their advice on how best to provide training to Yukoners. Discussions focussed on the options put forward in the public discussion paper entitled, "Training for the Future: A Proposal for a Yukon Training Strategy".

The Government also asked that other interested individuals call or send their comments in writing to the Department of Education. The response from Yukoners assisted greatly in the development of the Training Strategy.

Valuable information was also received through public meetings for the Yukon 2000 process. From the input received to date, it is clear that Yukoners see training as a critical tool in the social and economic future of the Territory.

It was evident from the input received that the Government's principles on training, as noted above, are supported by Yukoners in general.

A major concern raised numerous times during discussion and in submissions, is that the economic problems facing the Territory are a priority issue to Yukoners, and that training in itself cannot address those problems. Though training will assist in upgrading exisiting skills and developing new ones, and will serve to attract business and industry with an interest in a trained workforce, the majority of respondents felt lack of jobs is of central concern in the Yukon.

The Yukon 2000 process is designed to point out new economic directions, and ways the Government can assist the Yukon in moving into these new avenues. The Training Strategy can complement this general effort in the economic field by ensuring that programs and services can be readily adapted to new requirements of the economy, whether those be for new industry or demand for increased skills in existing jobs. Training can, therefore, not be a substitute for Yukon economic

planning and development, but it is, however, an integral part of that development.

Trained people not only provide a support service for industry and business, but generate new ideas which often translate into viable economic activity.

It was also evident from public input that Yukoners support the need to take a close look at proposed innovations or new approaches to training and training delivery to ensure that they are cost-effective.

The cost of effective educational programs and facilities is high. There are options available respecting new training approaches, many of which are quite expensive. In many cases funding for new programs or initiatives will have to be found from within the existing budget. At the same time, many changes which will be of considerable benefit to Yukoners, can be made for relatively little cost.

It must be kept in mind that demand for training, whether through the Yukon's community college or through training courses offered by the Manpower Training Unit of the Advanced Education and Manpower Branch, will rise as these programs are made more accessible. The costs will increase as a consequence of this greater demand.

Existing information testifies to the already rapid growth of enrolment; over the past five years enrolment at Yukon College has increased by 106%. As this Strategy is implemented, Yukoners can expect an increase in demand as timing of classes is made more flexible, and new programs are introduced to make training more accessible to rural Yukon and to those in the Territory with special needs. Here, too, costs will increase due to further growth.

This Training Strategy was developed keeping in mind the financial concerns expressed by the public, and with the understanding that good education requires adequate financing. The Government will look for offsets in funding to existing programs so that new approaches can be financed.

A point of concern often raised in meetings on training is that problems exist in the linkages between high school and training programs offered at the College or by Advanced Education and Manpower. This linkage issue has been raised in the past, and the Government has taken steps to review the topic and define the problems. In early 1986, a Task Force was established to study this issue. This winter, the Task Force will be reporting to the Assistant Deputy Ministers of Advanced Education and Manpower and of Public Schools, with recommendations on ways to improve the transition between these two educational levels. These recommendations will be thoroughly reviewed by the Post Secondary Education Advisory Council and the Education Council, and a report will be submitted to the Minister for his consideration.

The public provided some excellent suggestions on new courses for future consideration. Though these have not been noted specifically in the Strategy, the Advanced Education and Manpower Branch will be considering these in their planning for the future.

Timing for Implementation

The new directions for training outlined in the Training Strategy cannot all be implemented immediately. In cases where new programs are being considered, much work will have to take place before a specific program can be introduced through the Manpower Training Unit, the College or a community campus.

Later in this Strategy, an option is given for the establishment of a comprehensive on-the-job training program. If this approach is taken, thorough planning will be necessary to make it work.

In other cases, such as the transition to a more autonomous community college, a phased approach will be necessary. This will ensure that the final transition to a college with a community based Board of Governors takes place only after those appointed to the Board are familiar with all aspects of governing a college. This phased approach will allow time for full consultation with the Yukon community. The College staff will be consulted to

address their concerns over transition. These steps will give the Government sufficient time to develop "made-in-Yukon" legislation that best suits the Territory.

Throughout the entire phase of implementation for each of these new initiatives, the Government will continue to consult with those parties most affected by changes to ensure that needs are met effectively and efficiently.

Taking a phased approach where proper development is the number one concern will result in a better product in the long-run. Good planning, and proper timing for implementation are the keys to success.

PART II: PUBLIC INVOLVEMENT - PUBLIC CONTROL

Public Involvement - Public Control

As stated in the discussion paper, "Training for the Future", the Government believes that "in a democracy citizens should be given the opportunity to participate in decisions which affect their lives". This belief is reflected in this Strategy through the principle, "Yukoners must be given the opportunity to make decisions regarding the direction of training and training institutions in their Territory".

In keeping with this principle, the Training Strategy introduces new directions the Government will be taking to increase Yukoners' involvement in training and in the institutions providing that training. The Yukon's community college will be given greater control over its affairs, and will be managed through a Board of Governors made up of community representatives. The Community Learning Centres -- satellite campuses of the College -- will also be given greater control over curriculum and programming, and will have a strong voice in the management of the College. As a third step to further involve the public in setting directions in training, the Government will be working with business and industry to develop training 'institutes'; each 'institute' will be made up of a group of people working on behalf of a particular industry. These 'institutes' will assist Government and the College in the identification of programming relevant to specific industrial sectors.

Commitment to greater public involvement is seen as a critical step in meeting other Government objectives reflected in this Strategy's principles. Involvement by industry and labour will ensure that high standards are maintained in all training activities in the Territory. High standards in training are necessary to meet the needs of Yukon employers, and must also be maintained if Yukoners are to have mobility both in the Yukon and throughout Canada.

This commitment to increased public involvement will also have a positive impact on the employability of Yukoners. Together, the College and its community campuses, with the assistance of the training 'institutes' will be able to respond more readily to changes in the economy, changes which have a direct bearing on training needs.

Transfer of Control to the Yukon's Community College

The Government believes Yukoners must participate fully in decisions that affect them. In keeping with this principle, the Government will be transfering responsibilities to Yukon College so that it can take its place as a mature member among community colleges in Canada.

This process of transference of authority will require a number of carefully planned steps. As a first step, the Government will be developing a White Paper on college governance. This will be prepared over the course of the next year, and will be closely reviewed during a conference planned for September, 1987. A range of people with a strong interest in the future of the college and its community satellites will be brought together for this series of discussions. Through the conference, and by general invitation from the Government, the public will be invited to express their views.

The topics to be addressed in the White Paper include among others, the mandate of a newly constituted college and community based Board of Governors, what interest groups should be given seats on a Board of Governors, whether the Board should be appointed or elected, the relationship of the college to the community campuses, and how the Government's training priorities will be met.

As a second stage, and arising from the White Paper and the conference, the Government plans to introduce college governance legislation in the fall, 1987 sitting of the Legislature. This legislation will contain provisions for the establishment of a community based Board of Governors which will effectively take control of the administration of the College and its policies.

An implementation phase will follow the enactment of legislation, and programs will be provided during that phase to assist the members of the Board in "learning the ropes". It is a major responsibility to run a college with a multi-million dollar budget, a college with educational responsibilities that affect the entire population of the Yukon.

A more autonomous college will give the Yukon an institution more responsive to the needs of Whitehorse, the communities, and interest groups in the Territory. Working within its budget, the community college will have the flexibility to meet the Territory's needs, needs which are determined by its people.

Responsiveness to Economic and Social Change

Throughout the Training Strategy reference has been made to the importance of people involvement in decisions on training program development and delivery. Local input will be a major factor in setting directions for training in the communities, whether that training is developed through the apprenticeship and training programs offered by the Department of Education, or by the community campuses. Over the course of time more responsibilities will be transfered to the Community Learning Centre Advisory Committees to strengthen this community involvement. Toward this same end, the Yukon's community college will be given greater authority which will in turn allow Yukoners to take an active part in its growth and management.

A complementary step on this road to community involvement is to ensure that the needs of the key job creators of the Territory, have a specific mechanism with which to communicate their needs to the agencies that provide the training -- the Government of the Yukon, Yukon College and the Community Learning Centres (CLC's). Without this link, the efforts of the Government, the College and the CLC's may be misdirected.

Training Institutes

To help determine territorial training needs, the Government will be assisting key industrial sectors in establishing training 'institutes'. These 'institutes' will be made up of representatives appointed by the industry. They will have two tasks: first to make recommendations to the Department of Education and the Yukon community college with respect to training requirements; and second, to promote training within their industry.

Discussions have taken place with people in the mining and the tourism industries. The representatives from both industries feel an 'institute' would be an appropriate way for them to gain a better understanding of their training needs, which in turn can be passed on to the Government for action. A training 'institute' will be established for each of these industries.

Taking this proactive approach to obtaining training needs information from businesses in each of these sectors will be of benefit to the industry, the businesses involved, and Yukoners as a whole.

Community Learning Centres: Local Involvement in Decision-Making

Local Community Learning Centres have become an established part of most Yukon communities. These Centres, or community campuses of Yukon College, provide a range of courses to local residents. These campuses are of great benefit to many people who are unable to leave their home communities to take courses. Up until the establishment of the CLC's, people had to move to Whitehorse, or sometimes southern Canada for

classes. This has often led to considerable disruption of the home.

To supplement the programming offered in the communities and rural areas, the Government has introduced three mobile training units. Both the community campuses and the mobile training units have brought training opportunities to many people who in the past did not think further education was an option.

The Community Learning Centres have become an established part of community life throughout the Yukon. In the spirit of community involvement, the Government is interested in transfering greater responsibility to the communities so they can have some authority over the training programs to be offered.

At the present time, the CLC's are managed by Yukon College. Despite attempts to be sensitive to community requirements, training program offerings sometimes reflect the priorities of the College and the central Government administration, and are not always responsive to the particular needs of the community.

As greater responsibilities are transfered to the Yukon's community college, care will have to be taken to ensure that the local campuses are effectively represented on the college decision-making bodies. A territory-wide perspective in the college's operations is essential. This will guarantee that community needs are considered in the development and delivery of programs.

As part of the process to develop new college governance legislation, the Government will be looking carefully at how options for college autonomy will affect the CLC's. In all models on governance, the question of CLC participation will be considered as a priority item.

No matter which option is accepted for college governance, there will be a strong community campus presence in the bodies controlling the College -- its administration, programs, and curriculum -- as decisions at the College level will have a major impact on the communities.

The Government is committed to increasing the role of the CLC Advisory Committees in determining the direction of local campus development. Such a move will require a phase-in period, wherein members of the CLC Advisory Committees can be involved in decisions on the level of authority to be given to them, and can be prepared for their increased role.

Taking these steps toward greater local control is a positive step, but one which must be done in an orderly manner to ensure that communities are prepared to take control over their own affairs, and that Government has taken all the necessary steps to provide for a smooth transition.

This may mean that some communities take on responsibilities rapidly, while others work more slowly toward transfers. No matter what pace is taken, the eventual goal for the community campuses is the same - greater control over their own affairs.

PART III: MEETING SPECIAL NEEDS

Meeting Special Needs

A primary interest in the area of training is increasing Yukoners' access to training programs. However, greater access is of little value unless actions are taken to ensure programs will assist Yukoners in finding jobs, or increasing their skills to meet the demands of the workplace. Commitment to accessibility of training, and to making training sensitive to the needs of the job market are essential.

There are historical as well as physical barriers to participation in training which can be broken down through innovative approaches. A number of activities are underway which will help to increase accessibility of Yukoners to training opportunities, both through reducing barriers to some traditionally disadvantaged groups, and through a variety of new approaches to program delivery.

At the same time, steps will be taken to align training programs to meet the needs of business and industry. Experience in the work environment is becoming increasingly important for people seeking work. New approaches will be taken to bring the trainee and business closer together.

Career Planning - Assistance in Choosing

The Yukon unfortunately faces a high unemployment level. Unemployment has had a major impact on the Yukon's Indian people, youth, women entering the work-force, single parents, the disabled, rural residents, and workers laid off due to industry closures.

Some of the greatest barriers to people finding work is non-existent, outdated or inappropriate training given the employment needs of the day. Adding to the problem is a lack of knowledge among the unemployed on what career opportunities are available and what training will assist in getting new jobs. At the same time, the employers in the Yukon are often not aware of the training that many unemployed Yukoners have.

In many cases unemployment causes stress for the individual which in turn has a negative effect on personal relationships in the family and in the community. It can lead to an eroding of self-confidence, which creates further barriers to finding work.

Career counselling can be a powerful tool in strengthening self-confidence, bridging the gap between high school and post-secondary training, focussing-in on an individual's interests and needs, and opening doors to career options.

The Government recognizes the importance of career counselling services. For rural Yukon, the Government will be providing a mobile career office that will operate on a rotational basis in all Yukon communities. This new career counselling service will serve to reduce barriers created by little knowledge of options available to rural people, and by giving encouragement to those who are understandably anxious about making decisions on new training or career paths.

The Department of Education will also be providing public career counselling services in Whitehorse through the Advanced Education and Manpower Branch. This will be of considerable benefit to the Whitehorse community, and for those rural people visiting Whitehorse, or attending programs in the Capital.

The Career Services Program will also act as a resource to the Yukon's Public Schools, the College's Student Services, and other government agencies such as Rehabilitation Services, Health and Human Resources, the Public Service Commission, Canada Employment and Immigration, and the Workers Compensation Board. That way, both those unemployed, and those who are currently employed but interested in career development or career changes can also benefit from counselling services.

New Approaches for the Traditionally Disadvantaged

Many youth, women, Indian People and disabled Yukoners face substantial hardship in accessing training and developing careers. Collectively, these groups represent the majority of the Yukon's population. There are a number of ways the Government can assist in reducing the disadvantages faced by these groups.

Many disadvantaged people face a "catch 22" situation; they are not eligible for a job without experience, yet cannot get experience without that first job. The Government has developed a number of initiatives to reduce this problem. The In-house Apprenticeship Program has assisted in giving experience to a number of Yukon residents who have been unable to access training in their field of interest due to a lack of such opportunities in the private sector; a direct link can be drawn here to the recent economic downturn in the economy. A further option will soon be available to those who are unable to compete in the job market due to the lack of appropriate training. This new program is outlined in the following section "Training Through Experience". The problem faced by those with training but no experience will be reduced by those who take this new program.

The Yukon's Indian People face high unemployment, particularly those living outside of Whitehorse. A number of the initiatives outlined in the Strategy will help to meet some of their needs. In the near future, the findings of the Joint Commission on Indian Education and Training will assist greatly in giving the Government new direction on approaches to education and training for the territory's Indian People. At the same time, discussions at the Land Claims Table will likely provide other new approaches which this Government will wish to pursue.

The Government is committed to reducing barriers to training faced by Yukon women. As a significant step, the Government is providing day care facilities at the new Yukon community college, and will be looking at options for some family accommodation at the new site.

The Department of Education will be working closely with the Government's Women's Directorate to move toward implementation of a Government Action Plan for Women. The Plan identifies ways to remove or reduce training barriers. Through the Directorate, the Department will have continued access to concerns raised by individuals and women's groups.

The Action Plan was initiated as a result of this Government's commitment to a joint statement currently being developed by all First Ministers of the provinces, territories and the federal government. This statement, entitled "Towards a Labour Force Strategy.....A Framework for Training for Women", outlines a commitment by all Canadian governments to take steps toward creating an environment of true economic equality for women. A key component of this statement is the identification of "training as an important first step in achieving this goal".

A critical tool for the reduction of barriers to accessing training is financial support. The Government's training allowance and student grant provide funding to those people interested in taking job-specific courses. The allowance is also available to those who require academic upgrading to meet job requirements. However, some Yukoners are still unable to access training due to funding problems, and many of these individuals are from groups such as women and Indian People. The Government will be reviewing the Student Financial Assistance Act in the near future to determine ways of making it more responsive to the Territory's needs, and to explore options on how it can further assist the Yukon's people in taking greater advantage of the Territory's training facilities and programs. Caution will be taken to ensure any changes in legislation can be supported financially given the limited resources of this Government.

Taking courses part-time is the only avenue open to many people, people who could benefit most by training. Yet, in many cases these are also the individuals who require financial assistance, and who are ineligible under the existing legislation; review of the Act will include a look at whether lack of funding for part-time students is a significant barrier.

As provided through the Act, the transportation allowance will also be reviewed to determine whether it is sufficient. This allowance is for rural Yukoners so that they can attend classes offered in various Yukon locations.

The benefits of funding through this Act are acknowledged by many Yukoners. Review of the Act will ensure that benefits are enjoyed by all Yukoners, and that barriers in the Act do not serve to discriminate against any group of Yukon residents.

As noted earlier, the Government will be expanding its career counselling services in the Territory. In addition to expanding services, training courses will be given to counsellors on the negative effects of career stereotyping based on sex and race. This instruction for counsellors will ensure that services to the public will be of greatest advantage to all Yukoners.

From public input, it is clear that attention to the special needs of the Yukon's disabled is required. These needs have not been clearly defined. To clarify needs, and to identify appropriate actions to remedy special problems, the Government will be establishing a Working Group to look into the special needs of the disabled. Through public and professional involvement, it is expected that recommendations will be developed to address the problems faced by these individuals.

Training Through Experience

Over the past ten years employment development programs have been introduced in the Yukon. A number of these programs were put in place with the closing of the Cyprus Anvil mine in 1982, and others have been implemented to assist Yukon's youth and social assistance recipients. The Government has recently taken steps to rationalize its programs in the employment development area through its Work Yukon initiative introduced in late 1985. This has resulted in the focussing of programs, programs for the development of skills required by the local labour market. The goal now is to further consolidate programming, and redirect some funding into new approaches to employment-based training. This adjustment is designed to integrate training efforts with the Government's Economic Development Strategy. Money spent in this area has been highly beneficial, and adjustments now will add to its record of success.

Many unemployed Yukoners have remained so due to the lack of opportunity to take on-the-job training programs which provide equally necessary training and work experience. As noted earlier, this is a particular concern, though not exclusively so, of Yukon's youth, Indian People and women.

In the area of program adjustment, the Government will be introducing an on-the-job training program, similar in concept to the successful In-house Apprentice Training Program. Through this program, selected applicants will be given a training contract to work in a public or private sector job. This will provide them with new skills, and give them hands-on experience, thereby enhancing their potential to access available jobs in the Yukon labour market.

While this program will be targetted at the Yukon community in general, special consideration will be given to youth, women and Indian People. It is intended that the program will involve positions ranging from entry-level clerical posts to middle management. Positions will be identified by individual Government departments and private sector employers. The transferability of these skills to a range of employment opportunities will be an important factor in determining job placements.

During the first year, a number of positions will be offered. Success of the program, measured by the number of trainees who are successful at getting jobs, and subsequent demand for the program will determine the level of offering in future years.

The Government will also be seeking private sector businesses which are interested in providing training positions for this program.

Industry will also be asked to assist the Government in adjustments to two other program areas. Yukon College now offers pre-employment trades training courses. These will be thoroughly reviewed over the next year, and an industry needs assessment will be completed. The assessment will help determine both future need, and ways to make courses more accommodating to industry. One option is to establish co-operative training programs which will allow the student to combine both classroom time and work in the field. A second possibility is to make trades training programs course based so that the programs can be accessed on a part-time basis. Information received in discussions with industry representatives, suggest that this flexibility is necessary for up-grading in specific skills areas.

Apprenticeship training is popular in the Yukon. Unfortunately, many potential trainees have been unsuccessful in finding employers who are willing to take on apprentices. There also appear to be a number of barriers which restrict the full participation of some groups in society; these include women and Indian People. To address these concerns, the Government is initiating a joint study with labour, industry and federal government representatives to review the Yukon apprenticeship program with a view to providing recommendations on improving the quality of trades training and increasing access for Yukon residents.

In any training program, it is imperative that high standards are maintained. By keeping to these standards, Yukoners will be able to compete successfully for jobs not only in the Yukon but throughout Canada.

Technology and Distance Delivery of Programs

Technology has developed at an amazing pace over the past two decades. Computers have revolutionized business, science, medicine, and, without question, education. Advances in communications technology have brought the nations of the world closer together. In developing a future-looking Training Strategy this technological revolution could not be ignored.

Over the next while, the Government will look at options for the use of technology in the delivery of training programs to the more isolated communities of the Yukon. It will be following closely the work of the Department of Community and Transportation Services which is presently developing a comprehensive communications policy. When this policy is implemented, it will provide much of the communications linkages throughout the Territory which Education can use for distance delivery of programming. Directions in distance delivery depend heavily on the communications infrastructure, and therefore directions taken will appropriately follow the communications policy.

Once the policy is in place, and the Department of Education has determined viable options for distance delivery, pilot projects will be used to study new systems where they count -- in the community. To off-set some of the cost, where possible, existing facilities will be used to pilot new high-tech delivery of programs. The Community Learning Centres are logical facilities to use. However, in developing the pilot programs, businesses and government offices will also be considered as points for delivery.

At the same time, it will be necessary to blend the new with the traditional; there is no adequate substitute for the teacher. Where distance delivery programs are introduced, the Community Learning Centre instructors will act as aides to the students. The instructor will not necessarily be an expert in the course being taught. However, the individual will have the skills to assist the student in learning, and the ability to seek out solutions to problems that arise throughout the course.

In taking a practical look at the question of training delivery, it is possible that other facilities in the communities could be utilized for on-the-job training programs; these include garages, community health stations, municipal or band facilities and facilities belonging to private industry or Crown Corporations. The tradespeople and professionals providing services through these facilities could be of great value in assisting with instruction.

To make use of these facilities and people, the Government will be taking inventory of what is available in all Yukon communities and the range of expertise offered by people working in the communities. This information can then be used to develop innovative on-the-job training programs that will involve the community in development and in delivery. Workers, trainees, employers and government will become "partners" in the training effort.

Distance delivery mechanisms along with people and facilities available throughout the communities, will make training far more accessible to all Yukoners. By using new mechanisms and existing resources, more people will be able to take advantage of training opportunities in their home communities.

CONCLUSION

The Yukon Training Strategy has been developed with the interests of all Yukon people in mind. Consultation has taken place, and this has assisted immensely in the development of this Strategy.

The work does not stop here. Steps have already been taken to implement the directions outlined here. At the same time, the Government recognizes the need for continued input from the Yukon public to keep this Strategy remains in tune with the needs and aspirations of the Yukon's people.

Steps to the Future:

The Strategy has identified the major steps to the future:

- changes to College governance;
- an increased role for the Community Learning Centres;
- strengthening linkages between public school and training;
- development of Training Institutes;
- establishment of a Career Services Program;
- approaches to reduce barriers for the disadvantaged;
- review of the Students' Financial Assistance Act;
- introduction of a new on-the-job training program;
- assessment of the Yukon's apprenticeship requirements;
- assessment of pre-trade needs; and,
- establishment of a Working Group on the disabled.

Together, these steps paint a picture of the Government's commitment to directions for training. Tomorrow, there may be a need to add to this list as new concerns are raised for consideration.

The Yukon Training Strategy is built on ideas from Yukoners, and Yukoners will continue to play a significant role in all future development. The Government will hear more on training over the winter through the Yukon 2000 process. It will also be revisiting the Strategy once the findings of the Joint Commission on Indian Education and Training comes forward with its recommendations. This will continue to be a living document, a Training Strategy shaped by Yukoners to support future growth and prosperity.

Notes and Comments...

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Yukon
Education
Piers McDonald, Minister